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# ASSIGNMENT BOOKLET 1A

Grade One Thematics  
Module 1A: Days 1 to 9

## Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

## FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## FOR HOME INSTRUCTOR USE

(if label is missing or incorrect)

Student File Number:  
\_\_\_\_\_  
\_\_\_\_\_

Date Submitted:  
\_\_\_\_\_  
\_\_\_\_\_

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

## Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

# **INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET**

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

## **MAILING**

### **1. Postage Regulations**

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

### **2. Postage Rates**

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

## **FAXING**

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

## **E-MAILING**

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.



# Grade One

## Thematic Module 1A



## Assignment Booklet 1A



Learning  
Technologies  
Branch

**Alberta**  
LEARNING



Grade One Thematic  
Assignment Booklet 1A  
Module 1A: On with the Show!  
Learning Technologies Branch  
ISBN 0-7741-1746-X

Title page art: Corel Corporation

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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# Grade One Thematic Assignment Booklet 1A

## Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audio tapes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.


### Directions for Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student  
will appear like this.

Text for you  
will appear like this.

[illegible]

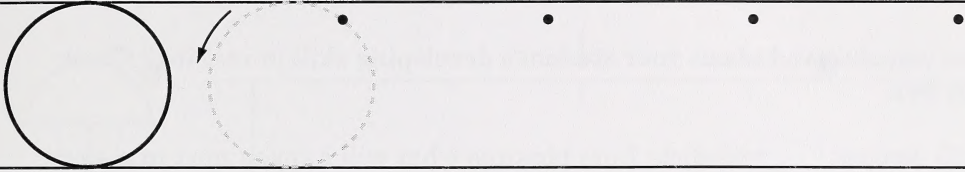


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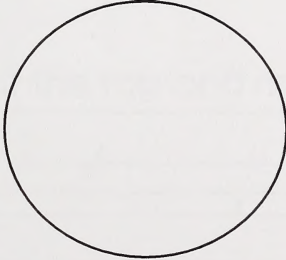


**Day 1****Printing Circles**

Trace over the dotted circle. Then complete the line of circles.



Copy each picture in the empty frame beside it.



# Day 1

# Learning Log

## Home Instructor's Comments

What have you observed about your student's developing skill in reading? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • predicts from pictures what will happen next in a story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • follows as you track (move your hand along below) words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes some words                                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows interest in reading the story independently       |

Refer to the Learning to Read chart found in the Appendix of the Home Instructor's Manual. Which of the strategies, if any, is your student using?

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## Student's Thoughts

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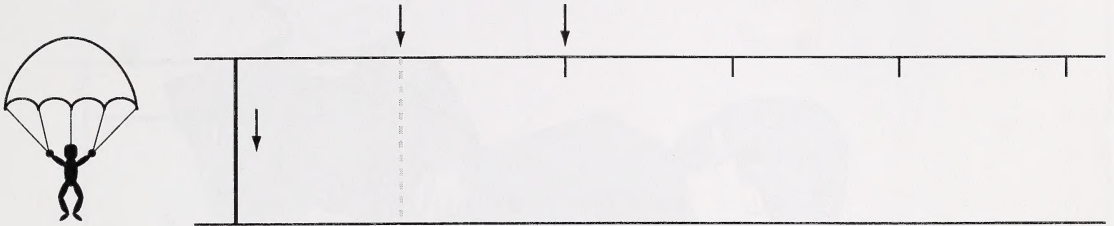
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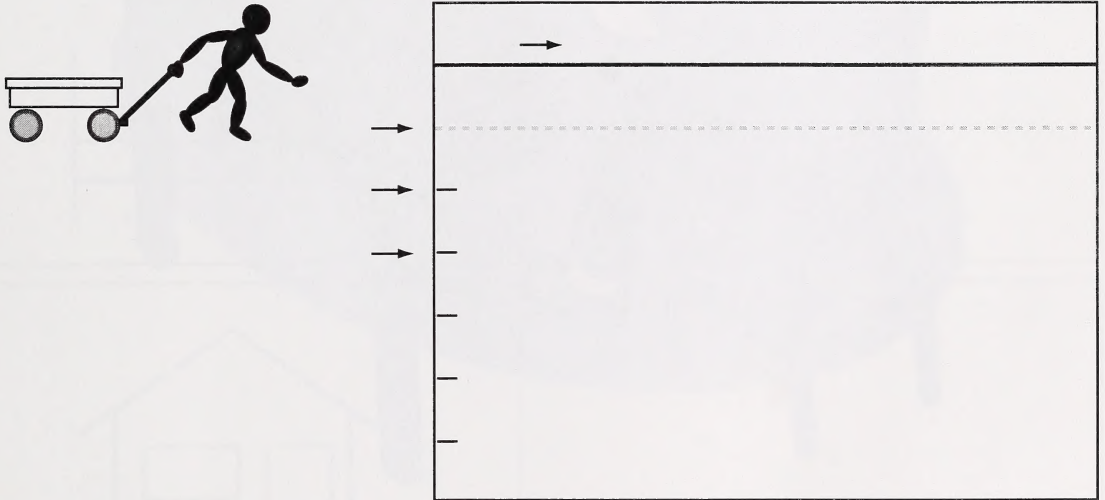
# Day 2

# Printing Lines

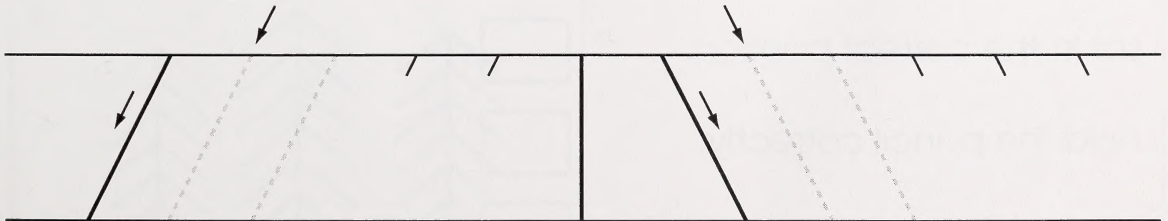
1. Start at the top and draw straight lines down.



2. Start at the left and draw straight lines across.

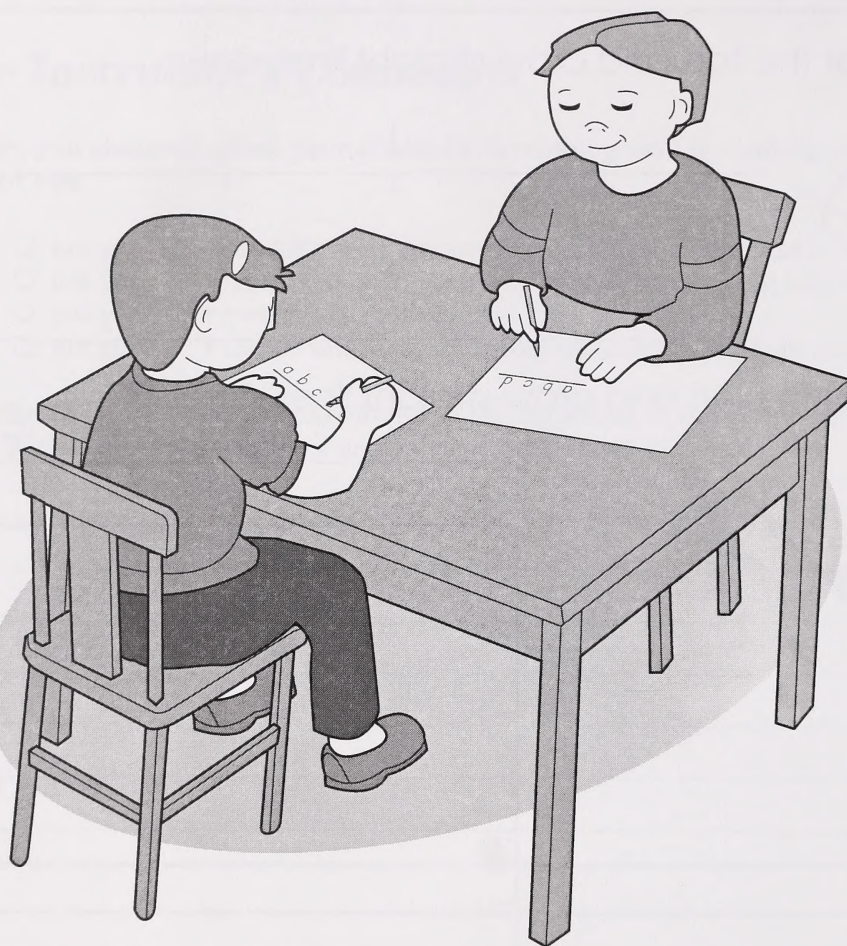


3. Start at the top and make slanted lines down.



## Day 2

## Doing It Right!



Check yourself. Put a check mark (✓) in the box if you did this.

I sat in the correct position.

☐

I held the pencil correctly.

☐

I placed the paper correctly.

☐

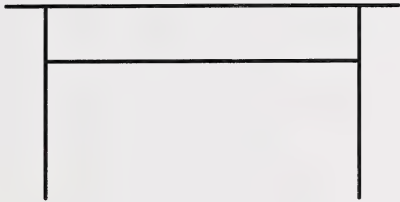


# Day 3

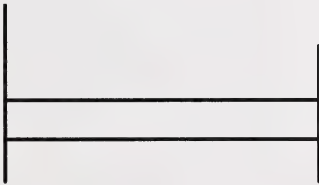
# Copy Cat!

Copy each design in the box beside it.

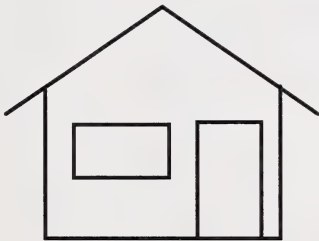
1.



2.



3.



4.







## Day 3

## Knock-Knock Book

Cut along the dotted lines. Make your own cover. Arrange pages 1 to 4 in order. Staple the booklet together.







# Day 3 Knock-Knock Book (continued)

Print your own knock-knock joke for page 3.

4

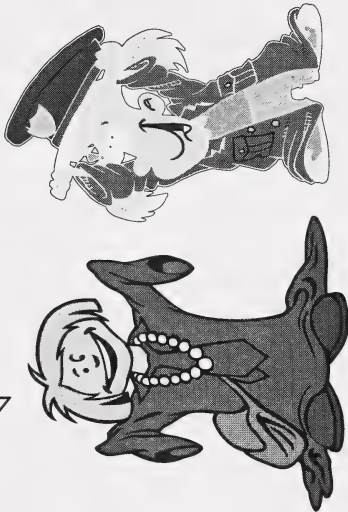
Knock-knock.

Who's there?

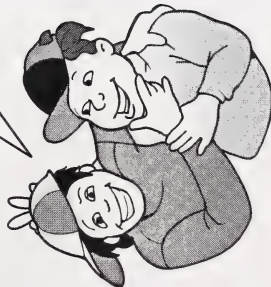
Arthur.

Arthur who?

Arthur any more knock-knock jokes?



3



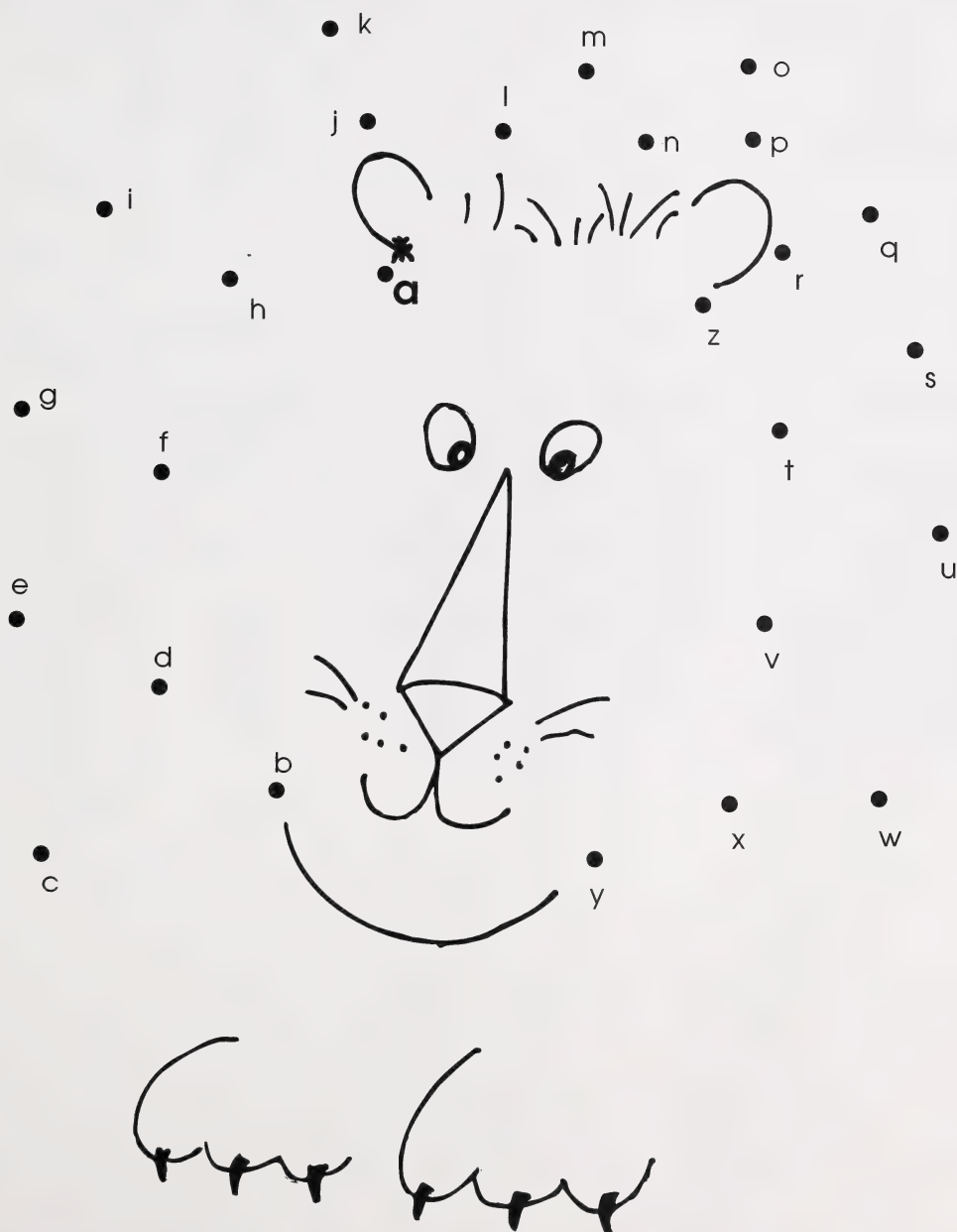




## Day 4

## Follow the Alphabet

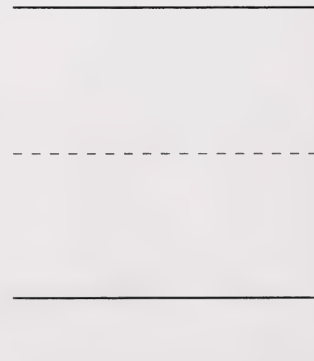
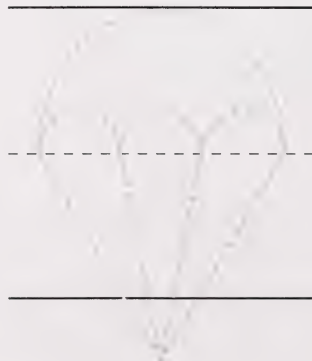
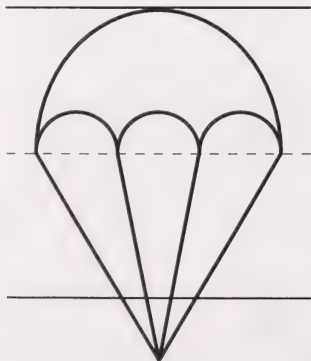
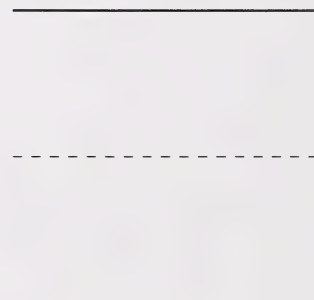
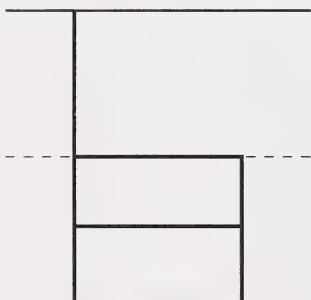
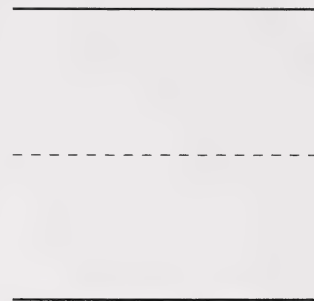
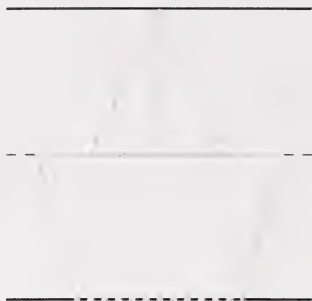
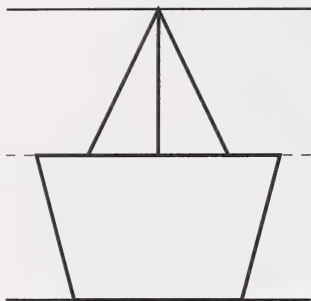
Start at **a**. Follow the alphabet to connect the dots. Then you can colour the picture.



# Day 4

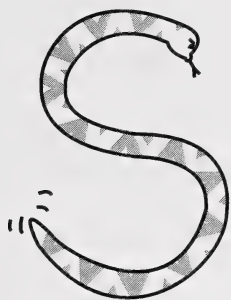
# Trace and Copy

Trace each object in the middle box. Then copy the same object in the box on the right.



## Day 5, Choice 1

## Printing Ss



**S** is like a **s**lippy **s**nake.

It **s**lithers and **s**lides and **s**ays **s-s-s**.

Trace over the first dotted **S** or **s** in each line.

Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence, as well to leave one "finger space" between the letters. Check that the letters sit up straight.



## Day 5, Choice 2

## Printing Ss

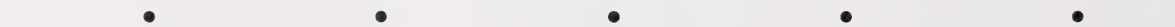
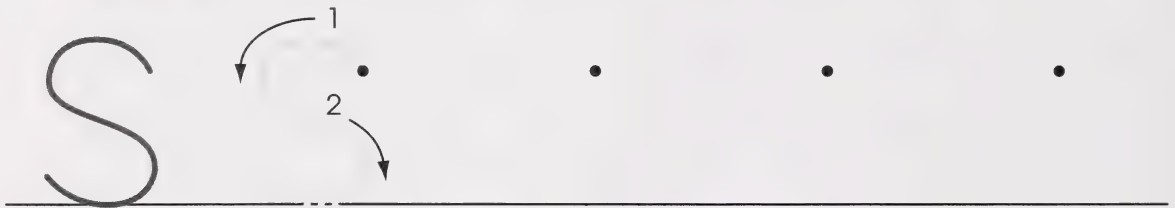


**S** is like a **s**lippy **s**nake.

It **s**lithers and **s**lides and **s**ays **s-s-s**.

Trace over the first dotted **S** or **s** in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.



## Day 5

## Learning Log

**Home Instructor's Comments**

What have you observed about your student's developing skill in drama? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • keeps a puppet skit going with creative talk                                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to change voice to suit an emotion                                       |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • seems to get into the role of the character                                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • empathizes with a character (enters through imagination into another's feelings) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys drama activities  |

Add any comments you may have about your student's participation in dramatic activities.

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**Student's Thoughts**

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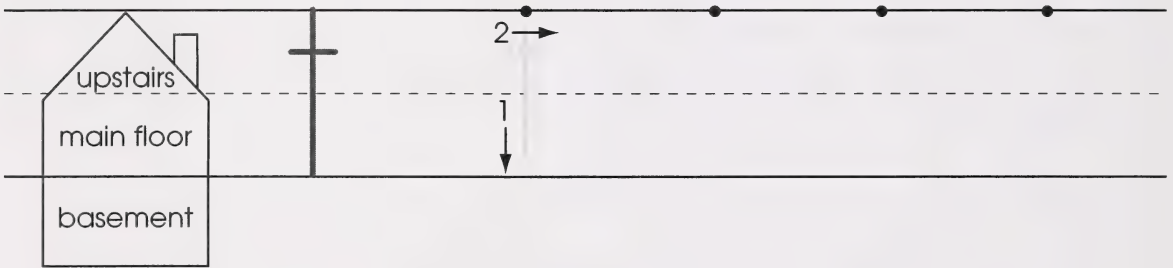
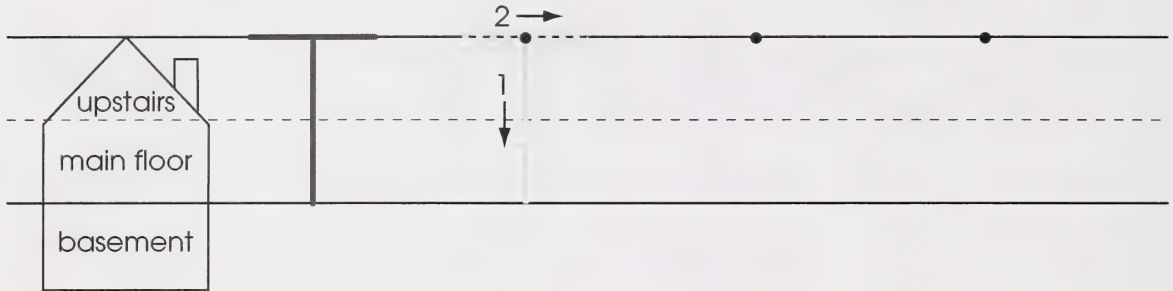
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# Day 6, Choice 1

# Printing Tt

Trace over the first dotted **T** or **t** in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.



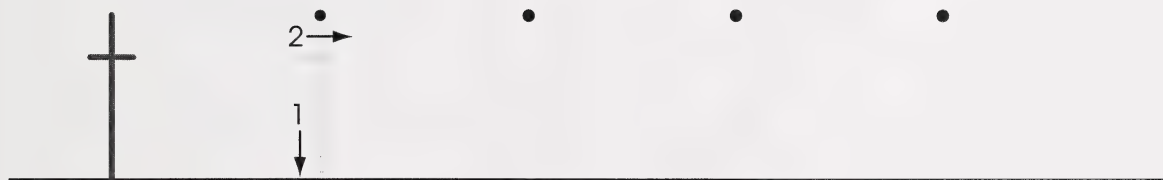
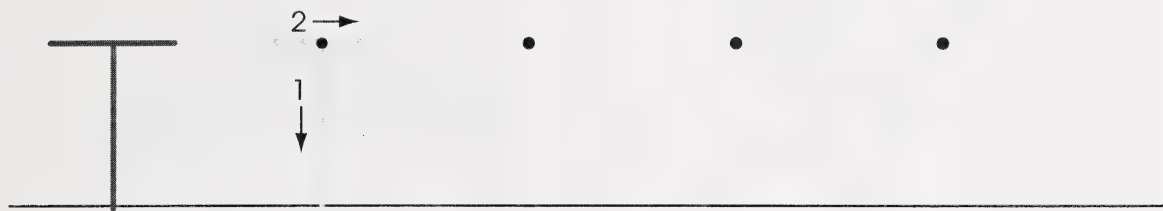


# Day 6, Choice 2

# Printing Tt

Trace over the first dotted **T** or **t** in each line. Then complete the lines that follow.

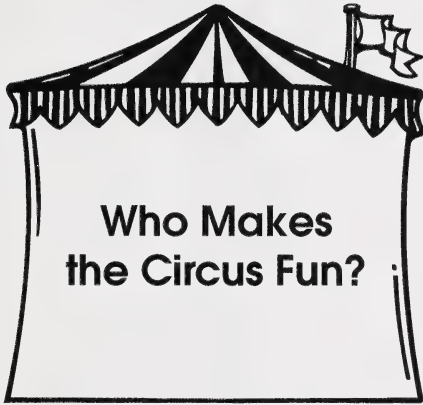
Instruct your student to use the arrows and numbers as guidelines for direction and sequence.





# Day 6 Who Makes the Circus Fun?

Cut along the dotted lines. Arrange the pages in order, and staple the booklet together. Then read the booklet.



the ringmaster



the clown



the juggler

Continued





# Day 6 Who Makes the Circus Fun?

(continued)



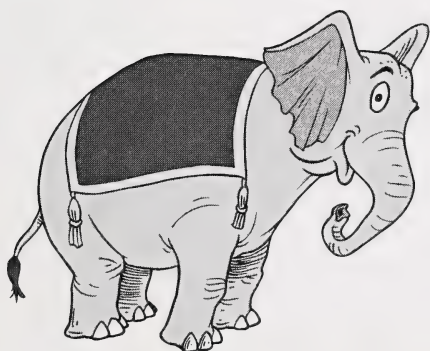
4

the acrobat



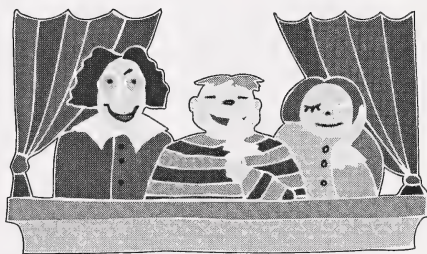
5

the monkeys



6

the elephant



7

the audience



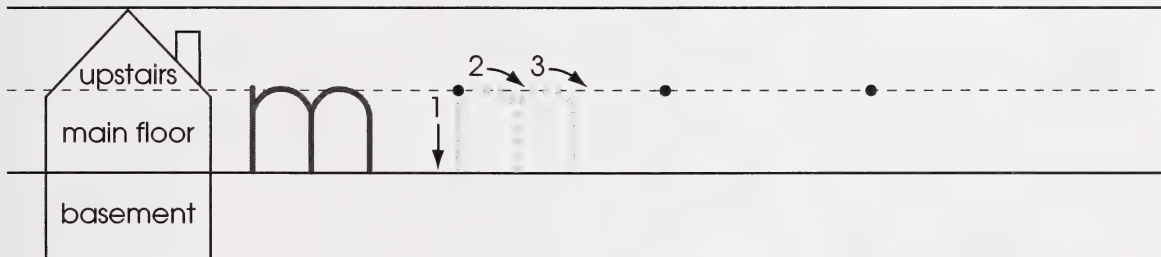
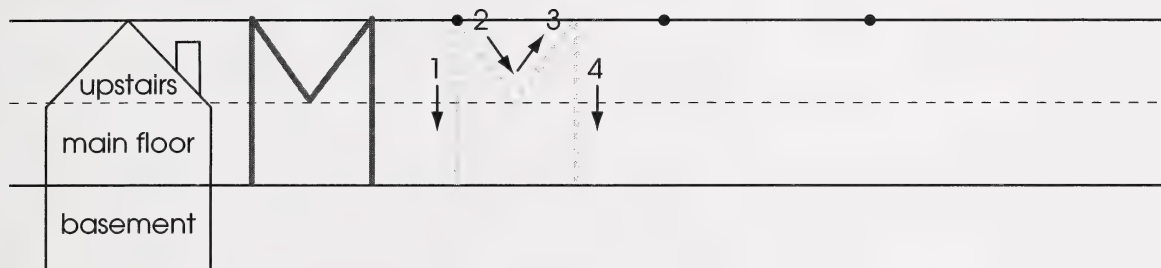


## Day 7

## Printing Mm

Trace over the first dotted **M** or **m** in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.



# Day 7

# Observing Changes

Check (✓) the food that you plan to cook and observe.

☐ popcorn

☐ caramel candy apple

Characteristic	Before Being Heated	After Being Heated
<b>Size</b> (Measure in centimetres.)		
<b>Shape</b> (Describe.)		
<b>Colour</b>		
<b>Texture</b> (Describe what it feels like in your hand and your mouth.)		
<b>Taste</b> (Use descriptive words such as <i>sweet</i> or <i>salty</i> .)		
<b>Smell</b> (Use descriptive words such as <i>fruity</i> or <i>sweet</i> .)		

# Day 7

# Learning Log

## Home Instructor's Comments

What have you observed about your student's familiarity with the alphabet?  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can say or sing the alphabet             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can match capital and lower-case letters |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can print letters from memory            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes most letters of the alphabet  |

Use this space for questions or comments about your student's learning of the alphabet. Add more specific information, for example, about how many letters the child knows.

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## Student's Thoughts

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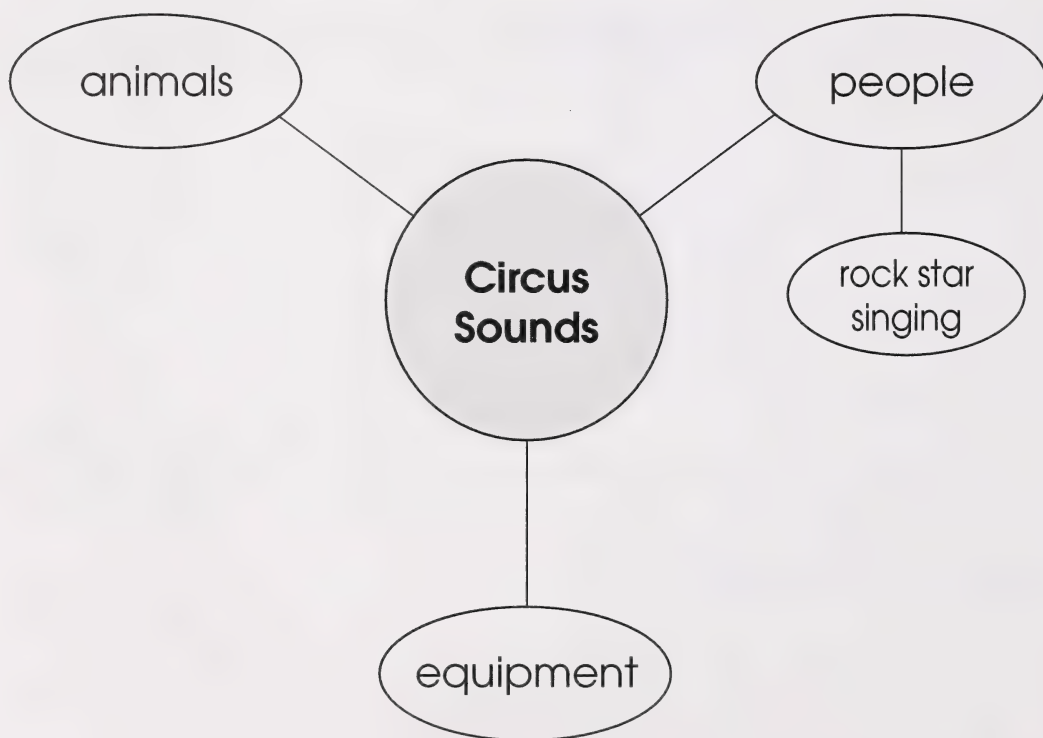
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## Day 8




## Circus Sounds

Think of sounds you would hear at a circus. Add **five** ideas to the mind map. One is done for you, as an example.



## Day 8

## Grain Products

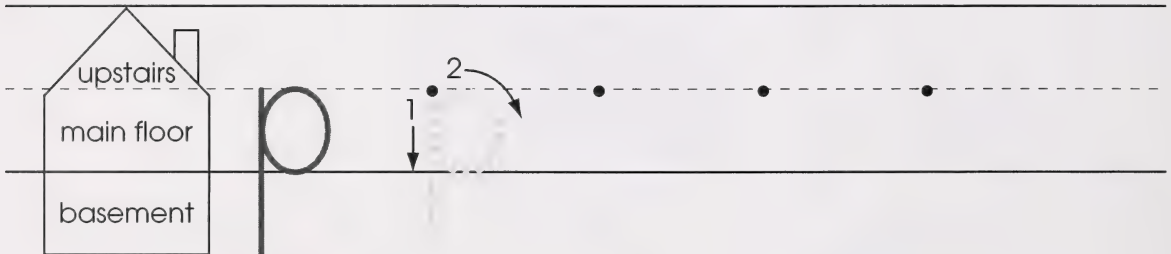
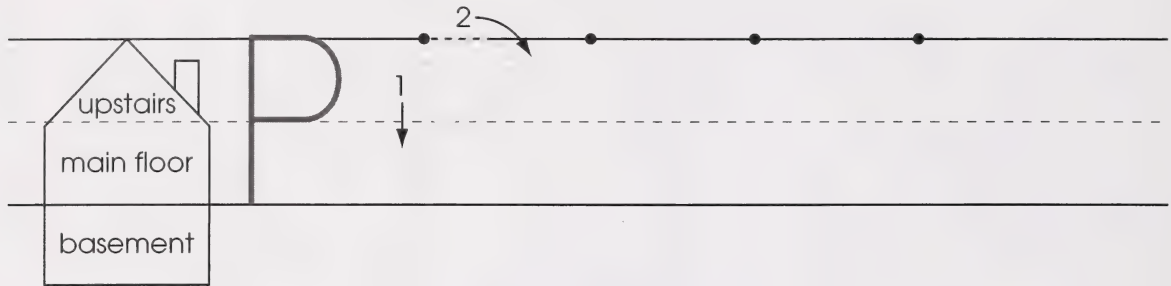
Meal	I Ate These Grain Products	Number of Servings (See second page of <i>Canada's Food Guide</i> .)
 <p>Breakfast and morning snacks</p>		
<p>Lunch and afternoon snacks</p> 		
<p>Dinner (Supper) and evening snacks</p> 		

## Day 9

## Printing Pp

Trace over the first dotted **P** or **p** in each line. Then complete the lines that follow.




Instruct your student to use the arrows and numbers as guidelines for direction and sequence. Remind your students of the three Ps of Printing—**posture**, **paper position**, and **pencil**. Discuss where to start for the capital **P** and the lower-case **p**. Point out that the lower-case **p** goes into the “basement.”





## Day 9

## Vegetables and Fruits

Meal	I Ate These Vegetables and Fruits	Number of Servings  (See second page of <i>Canada's Food Guide</i> .)
 <p>Breakfast and morning snacks</p>		
<p>Lunch and afternoon snacks</p> 		
<p>Dinner (Supper) and evening snacks</p> 		

# Grade One Thematic Assignment Booklet 1A

## Module 1A: On with the Show!

### Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

#### Days 1–9

☐

Thematic Assignment Booklet 1A (Check that all assignments have been completed, including student activities and Learning Logs.)

#### Day 1

☐

Journal Writing

☐

Bubble Art painting

#### Day 2

☐

Journal Writing

#### Day 3

☐

Journal Writing (knock-knock joke)

☐

Knock-Knock Book (optional)

☐

puppet (optional)

#### Day 5

☐

*Level A: Modern Curriculum Press Phonics, pages 7 and 8*

☐

Journal Writing

☐

audiocassette or videocassette recording of student reading or telling  
*Little Red Hen*

#### Day 6

☐

*Level A: Modern Curriculum Press Phonics, pages 9 and 10*

☐

Writer's Workshop activity (circus question)

☐

Paint a Circus picture

#### Day 7

☐

*Level A: Modern Curriculum Press Phonics, pages 17 and 18*

**Day 8**☐

three-dimensional animal art project (optional)

**Day 9**☐

*Level A: Modern Curriculum Press Phonics*, pages 55 and 56

☐

At the Circus booklet

☐

photograph or drawing of clown snack prepared by student (optional)



Classroom and school  
work and home life  
work and home life  
work and home life

1. The first section of the survey is designed to collect information about the respondent's background and current situation. This section includes questions about the respondent's age, gender, race, and ethnicity, as well as questions about the respondent's current living situation, employment status, and income level.

2. The second section of the survey is designed to collect information about the respondent's work and home life. This section includes questions about the respondent's current job, the respondent's home life, and the respondent's overall satisfaction with their work and home life.

3. The third section of the survey is designed to collect information about the respondent's social and community involvement. This section includes questions about the respondent's participation in community organizations, the respondent's involvement in volunteer work, and the respondent's overall sense of community.

4. The fourth section of the survey is designed to collect information about the respondent's health and well-being. This section includes questions about the respondent's current health status, the respondent's mental health, and the respondent's overall sense of well-being.

5. The fifth section of the survey is designed to collect information about the respondent's future plans and goals. This section includes questions about the respondent's plans for the future, the respondent's goals, and the respondent's overall sense of purpose.

6. The sixth section of the survey is designed to collect information about the respondent's current needs and challenges. This section includes questions about the respondent's current needs, the respondent's challenges, and the respondent's overall sense of support.

7. The seventh section of the survey is designed to collect information about the respondent's current satisfaction and happiness. This section includes questions about the respondent's current satisfaction with their life, the respondent's happiness, and the respondent's overall sense of fulfillment.

8. The eighth section of the survey is designed to collect information about the respondent's current needs and challenges. This section includes questions about the respondent's current needs, the respondent's challenges, and the respondent's overall sense of support.